



Lesson Name:	Indian Pathways Classroom Presentation
Name of Sanctuary:	Moose Hill Wildlife Sanctuary
Grade Level:	Grades PreK-2
Location Options:	At your site
Time:	30, 45, and 60-minute options
For more info:	moosehilledu@massaudubon.org

Program Description

Look at our model of a wetu while learning about life for the local Native Americans. See samples of items that the local people would have gathered or grown for food, medicine, shelter, and adornment. Listen and learn from a legend told many years ago. Learn how knowledge of the forests and fields was necessary for survival and see if you can guess what Indians used as a cup, bowl, and hair-brush.

Group size is limited to one class per presentation to allow interaction with the naturalist.

Massachusetts State Curriculum Frameworks

Subject:	Science and Technology
Topic:	Life Science

Learning Standards

Characteristics of Living Things

PreK-2 Life Science #1: Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

Living Things and Their Environment

PreK-2 Life Science #6: Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.

PreK-2 Life Science #8: Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

Massachusetts State Curriculum Frameworks

Subject:	Science and Technology
Topic:	Earth and Space Science

Learning Standards

Periodic Phenomena

PreK-2 Earth Science #5: Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

Massachusetts State Curriculum Frameworks

Subject:	Science and Technology
Topic:	Technology



Learning Standards

Materials and Tools

- PreK-2 Technology #1.1: Identify and describe characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).
- PreK-2 Technology #1.2: Identify and explain some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

Engineering Design

- PreK-2 Technology #2.2: Describe how human beings use parts of the body as tools (e.g., teeth for cutting, hands for grasping and catching), and compare their use with the ways in which animals use those parts of their bodies.

Massachusetts State Curriculum Frameworks

- Subject:** Comprehensive Health
- Topic:** Personal & Community Health

Learning Standards

Ecological Health

- PreK-12 Health #13: Students will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment.

Massachusetts State Curriculum Frameworks

- Subject:** English Language Arts
- Topic:** Language

Learning Standards

Discussion

- PreK-12 Language #1: Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Questioning, Listening, and Contributing

- PreK-12 Language #2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

Vocabulary and Concept Development

- PreK-12 Language #4: Students will understand and acquire new vocabulary and use it correctly in reading and writing.



Lesson Objectives

Students will know and be able to:

- Name 2 native plants Native Americans used for food.
 - When shown items that the Native Americans would have used, students will identify the usage.
 - Understand that Native Americans from this area lived in rounded homes not a teepee.
 - Understand that Native Americans learned from their elders and through storytelling they learned how to live in balance with nature and take only what they needed.
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Vocabulary

Native American	legend	survive
sassafras	shagbark hickory	sugar maple
white birch	acorn	white pine
quahog shell	Indian corn	gourd
Tribe	wetu	elders
storyteller		

Assessments

How will the Mass Audubon educator know that the students have met the standards?

- Mass Audubon educator will observe students exploring, observing, and identifying native plants, methods of survival used by Native Americans, and participating in discussion pertaining in Native American life
 - Students will participate in answering teacher prompted questions.
 - Students will demonstrate their understanding of the life Native Americans living by what the earth provides by participating in a wrap-up activity.
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Summarizer

How will the Mass Audubon educator close the lesson to see if students met your objective?

- Students will participate in a discussion of how Native Americans completely depended on the forest, fields, and wetlands for their basic needs.
- Students will figure out what natural items can be used to replace a cup, pencil, utensils, comb, toothbrush, toilet paper, etc.



Mass Audubon School Programs

At Mass Audubon we strive to create learning experiences that are enriching, innovative, meaningful, and engaging. All our school programs are aligned with Massachusetts Curriculum Frameworks. Our network of wildlife sanctuaries and nature centers located in urban, suburban, and rural communities around the state enable us to have strong relationships with local schools.

Our Education Foundations

- Place-based education is an educational philosophy that connects learning to what is local for an individual. We help build conservation communities, working with students and teachers in cities and towns to develop place-based environmental education that is linked directly to their home community.
 - Inquiry-based learning is focused on teamwork, being learner-centered, questioning ourselves and the world around us, providing a more focused, time-intensive exploration, promoting lifelong learning, communication, and learning as fun.
 - We are fully committed to creating a positive and supportive environment for all learners.
 - We strive to be culturally sensitive, recognizing and embracing cultural differences.
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Differentiated Instruction

- We strive to create a positive learning environment that is inclusive, supportive to all learners, and sensitive to cultural diversity.
 - Outdoor classroom experiences are structured to meet the needs of the particular learners.
 - Students work in small groups using hands-on materials.
 - A variety of educational media are used, including colorful illustrations.
 - With advance notice, efforts will be made to accommodate all learning styles and physical needs.
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Notes

- Nature exploration is dependent upon the weather and other conditions. A class might observe different wildlife than they expected to see. An outdoor lesson can sometimes provide unexpected, but enriching teachable moments on a natural history topic that was not planned.
- Mass Audubon nature centers each have a unique landscape and will customize programs to work best at their particular site.
- Our lessons can be adapted to incorporate a classroom teacher's needs when given enough notice.

